

DOCUMENT RESUME

ED 475 778

CS 511 416

AUTHOR Donnelly, Amy; Ridgway, Elizabeth
TITLE The Mathew Brady Bunch: Civil War Newspapers. Learning Page Lesson Plan.
INSTITUTION Library of Congress, Washington, DC.
PUB DATE 2002-06-10
NOTE 47p.
AVAILABLE FROM The Library of Congress, 101 Independence Ave, SE, Washington, DC 20540. Tel: 202-707-5000. For full text: <http://memory.loc.gov/ammem/ndlpedu/lessons/index.html>.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS *Civil War (United States); Lesson Plans; *Newspapers; *Photographs; Secondary Education; Student Educational Objectives; Student Projects; World Wide Web; *Writing Assignments
IDENTIFIERS American Memory Project (Library of Congress); *Brady (Mathew); Photoanalysis

ABSTRACT

The Civil War was the first American war thoroughly caught on film. Mathew Brady and his crew of photographers captured many images of this divisive war, ranging from portraits to battle scenes. These photographs--over 1,000--are in the American Memory Collection's "Selected Civil War Photographs, 1861-1865." This lesson plan asks students to become reporters, assigning them to sort through these photographs and find one that will bring the Civil War alive to their readers, and then asking them to write a newspaper article based on their chosen photographs and publish it on the World Wide Web. The lesson plan offers a teacher's guide which contains the following: an overview (which gives objectives, time required, recommended grade level, curriculum fit, resources used); a materials and preparation section; seven different activities and a detailed day-by-day procedure for classroom implementation; an evaluation and extension suggestions; and additional information about photographs. The student guide: presents a student project outline; lists student materials provided, including a photo analysis form, information on how to write an article, a research guide and a peer editing guide, HTML template, a self assessment and peer evaluation form, and a final evaluation form. (NKA)

The Library of Congress

The Learning Page?...

lesson plans

The Mathew Brady Bunch: Civil War Newspapers.

By

Amy Donnelly and Elizabeth Ridgway

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

The Learning Page?...

lesson plans



The Mathew Brady Bunch: Civil War Newspapers

*Amy Donnelly and Elizabeth Ridgway
Arlington County (Virginia) Public Schools*

American Memory Fellows, 1998

The Civil War was the first American war thoroughly caught on film. Mathew Brady and his crew of photographers captured many images of this divisive war, ranging from portraits to battle scenes. These photographs--over 1,000--are in Selected Civil War Photographs 1861-1865 in American Memory.

Students become reporters, assigned to sort through these photographs and find one that will bring the war alive to their readers. They write a newspaper article based on their chosen photograph and publish it on the World Wide Web.

Teacher's Materials

Teacher's Guide

Teacher Materials

Student Lesson

Student Products

Student Materials

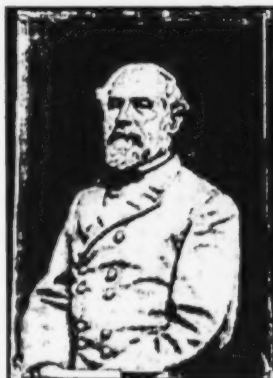
1. Photographic Analysis Form
2. How to Write a News Article
 3. Research Guide
 4. Peer Editing Guide
 5. HTML Template
6. Self Assessment & Peer Evaluation
7. Final Evaluation

BEST COPY AVAILABLE

Top of Page



Selected CIVIL WAR PHOTOGRAPHS



Prints and Photographs Division, Library of Congress

[Search by Keyword](#) | [Browse the Subject Index](#)

The [Selected Civil War Photographs Collection](#) contains 1,118 photographs. Most of the images were made under the supervision of Mathew B. Brady, and include scenes of military personnel, preparations for battle, and battle after-effects. The collection also includes portraits of both Confederate and Union officers, and a selection of enlisted men.

An additional two hundred autographed portraits of army and navy officers, politicians, and cultural figures can be seen in the [Civil War photograph album, ca. 1861-65. \(James Wadsworth Family Papers\)](#). The full album pages are displayed as well as the front and verso of each carte de visite, revealing studio logos, addresses, and other imprint information on the approximately twenty photographers represented in the album.

The mission of the Library of Congress is to make its resources available and useful to Congress and the American people and to sustain and preserve a universal collection of knowledge and creativity for future generations. The goal of the Library's National Digital Library Program is to offer broad public access to a wide range of historical and cultural documents as a contribution to education and lifelong learning.

The Library of Congress presents these documents as part of the record of the past. These primary historical documents reflect the attitudes, perspectives, and beliefs of different times. The Library of Congress does not endorse the views expressed in these collections, which may contain materials offensive to some readers.

Special Presentations:

Time Line of The Civil War, 1861-1865

[1861](#) | [1862](#) | [1863](#) | [1864](#) | [1865](#) | [Other Photographs](#)

[Does The Camera Ever Lie?](#)

The Learning Page?

lesson plans

The Mathew Brady Bunch



Teacher's Guide

The Civil War was the first American war thoroughly caught on film. Mathew Brady and his brood of photographers captured many images of this divisive war, ranging from portraits to battle scenes. Due to the technology of the time, many of the scenes in the photographs were manipulated by the photographers. By viewing and analyzing these photographs, students can gain an understanding of the events of the Civil War and how photographers and journalists can shape the public's attitude regarding certain events.

Using Selected Civil War Photographs 1861-1865, students will combine historical information with modern resources. Students will learn to analyze photographs, conduct research based on primary documents, and write newspaper articles from the perspective of the Civil War era. Students will then learn HTML and will convert their articles into web pages.

[Overview](#) | [Materials and Preparation](#) | [Procedure](#) | [Evaluation and Extension](#)

Overview

Objectives

After completing this unit students will be able to:

- Analyze photographs as primary sources.
- Navigate the Selected Civil War Photographs 1861-1865 site.
- Describe particular events of the Civil War in specific detail.
- Broaden technology expertise through the creation of a web page.

Time Required

Seven class periods, plus several days to type, revise, and publish article (can do concurrently with other activities and in conjunction with English class)

Recommended Grade Level

Seventh grade; adaptable for high school

Curriculum Fit

American Civil War. Students will meet selected Virginia State Standards of Learning in American History, Technology, and English.

Themes: Civil War, analyzing photographs as primary sources, information literacy skills, journalism, web publishing.

Resources Used

American Memory

- [Selected Civil War Photographs 1861-1865](#)
- [Taking Photographs During the American Civil War](#)
- [Does the Camera Ever Lie? The Case of the Confused Identity and the Case of the Moved Body](#)

Student and Teacher Materials

Research Tools:

- [The American Civil War Homepage](#), University of Tennessee.
- [The United States Civil War Center](#), Louisiana State University.
- [Civil War Soldiers and Sailors System](#), National Park Service.
- [The American Civil War](#), Dakota State University.

[Top of Page](#)

Materials and Preparation

This project is meant to be incorporated into a broad unit on the Civil War. The project will work best if it is started in the latter part of the unit. That way, students will have some background knowledge about the events of the war.

Teachers should make themselves familiar with the [Selected Civil War Photographs 1861-1865](#) website, including all background information links found on the main page.

Teachers should also make themselves familiar with the [Teacher Materials](#) created for use with this project.

In addition to the specific procedures found below, teachers may benefit from reading the [Student Project Outline](#), which gives an overview of the project in clear, concise terms.

Have the following materials ready before each activity:

- | | |
|-----------------------|--|
| • Activity One: | Student Project Outline |
| • Activity Two: | Photographic Analysis form , sample photographs |
| • Activity Three: | Photographic Analysis , disks |
| • Activity Four: | Research Guide |
| • Activity Five: | How to Write a News Article , Peer Editing Guide |
| • Activity Six: | HTML Template , disks |
| • Activity Seven: | Self Assessment & Peer Evaluation |
| • Teacher Evaluation: | Final Evaluation |

[Top of Page](#)

Procedure

Activity One - Overview (1 day or less -- Classroom)

Introduce students to the project using the [Student Project Outline](#). Review objectives, guidelines, and project timelines.

Activity Two - Photographic analysis (1 day -- Classroom)

Before class, photocopy Photographic Analysis form, one for each student. Print out four photographs from Selected Civil War Photographs 1861-1865. Also try to use different types of scenes. For example you may choose the following photographs (click on thumbnail for larger image):

- James River, Va. Sailors on deck of U.S.S. Monitor; cookstove at left
- Gettysburg, Pa. Dead Confederate soldiers in "the devil's den"
- Cumberland Landing, Va. Group of "contrabands" at Foller's house
- Keedysville, Md., vicinity. Confederate wounded at Smith's Barn, with Dr. Anson Hurd, 14th Indiana Volunteers, in attendance

1. Distribute a Photographic Analysis form to each student.
 2. Discuss the form, perhaps using a present day photo as an example.
 3. Give each student a copy of one of the four photographs chosen and copied.
 4. Have students make observations and deductions independently
 5. Have students get into four groups, based on their photographs.
 6. Students should share their observations and deductions, comparing them to other group members who analyzed the same photograph.
-

Activity Three - Civil War photograph selection and analysis of specific photo (2 days -- Internet Research Lab)

Before class, bookmark Selected Civil War Photographs, 1861-1865 or link to your home page, and photocopy the Photographic Analysis form for students.

Technology Tip #1

Day One

1. Introduce the American Memory collections to students, focusing on Selected Civil War Photographs, 1861-1865.
2. Demonstrate the three methods of searching Civil War Photographs collection, with immediate hands-on follow-up by students.
 - o Search by Keyword
 - o Browse by Subject
 - o Browse by Year (using timeline)
3. Have students complete the two exercises found in Does the Camera Ever Lie? The Case of the Confused Identity and the Case of the Moved Body.

Day Two

1. Students search the collection for a photograph, using search strategies of their choosing. This photograph will be the focus the news article, so encourage students to explore the collection carefully. Have each student print out a copy of the selected photograph.
 2. Students should also copy the photograph to their disk or the network:
 - o With the cursor on top of the photograph, depress the mouse button (right button on PC mouse).
 - o Click on "Save Image As".
 - o Give image a name and save it to disk or network.
 3. Hand out a blank copy of the Photographic Analysis form to each student.
- 7
- 7

4. For homework, have students analyze their selected photographs using the same steps used in class.
 5. Remind students to take care in brainstorming questions they have about their photographs. These questions will form the basis for their research investigations.
-

Activity Four - Research (2 or 3 days -- Internet Research Lab/Library)

Photocopy the Research Guide for each student. Students should bring their photograph and their completed photographic analysis form with them to the library.

1. Have students take out their photographs and completed Photographic Analysis forms.
 2. Draw students' attention to the questions they brainstormed at the bottom of the form and instruct them to start their research based on these questions.
 3. Conduct mini-lessons, as needed, on Media Center resources and Internet search strategies.
 4. Pass out copies of the Research Guide. Students should take notes based on their research investigation on this form. Remind the students that they will need to create a "Works Cited" list as part of their project.
-

Activity Five - Writing (2 days -- English Classroom -- Social Studies Classroom if teaming arrangement is not available)

This activity should take place after research is completed and does not take place on concurrent days. Students will need their photograph, completed photographic analysis form and completed research guide.

Before class, photocopy How to Write a News Article for students, for use on Day One. Photocopy the Peer Editing Guide for students, for use on Day Two.

Day One

1. Pass out copies of How to Write a News Article.
2. Review the assignment with the students, including guidelines, objectives and drafting timeline.
3. If time permits, students can begin drafting.

Day Two

1. Have students take out the rough drafts of their news articles.
 2. Pair up students and have them switch papers.
 3. Pass out a copy of the Peer Editing Guide to each student.
 4. Have students read and edit each other's articles following the guidelines on the Peer Editing Guide.
 5. Students should then revise their news articles.
-

Activity Six - Creating a web page

Before the lesson, photocopy the HTML Template for students, and have disks or space on your network available for saving.

Technology Tip #2

1. Pass out disks with students' photographs.
2. Have each student take out the final drafts of their articles.
3. Using the HTML Template, have each student create a web page that incorporates the selected Civil War photograph and corresponding newspaper article text.
4. Students should save their pages following the filename structure in Technology Tip #1.
5. Ask your school's webmaster to upload the student web pages and graphics to the school web server.

Activity Seven - Self Assessment & Peer Evaluation (1 day -- Internet Research Lab)

This lesson can only occur after the web pages have been uploaded by your webmaster. Prior to the lesson, print out the Self Assessment & Peer Evaluation and copy for students.

1. Pass out the Self Assessment & Peer Evaluation.
2. Have students view their project on the web and complete the self assessment portion of the form.
3. Have students view the projects completed by their classmates and complete the peer evaluation part of the form.

Top of Page

Evaluation and Extension

Students and instructors will evaluate work process and product throughout this investigation. Custom rubrics will be used for the photographic analysis activities, the research process, and the final product (article). A Final Evaluation is available for teachers to use when evaluating students' final products from the Civil War Newspapers investigation.

Students will build on the skills developed during this project by using the photographic analysis techniques applied to other online primary sources throughout the year. For example, students may analyze photographs from other American Memory collections, such as America from the Great Depression to World War II: Photographs from the FSA and OWI, ca. 1935-1945 or Touring Turn-of-the-Century America: Photographs from the Detroit Publishing Company, 1880-1920.

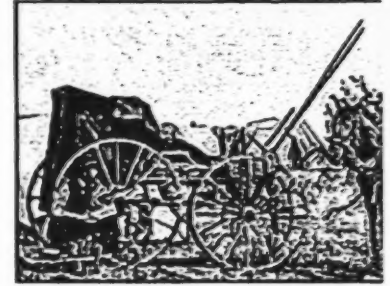
Teachers may choose to have more advanced students apply their photographic analysis skills to text sources such as George Washington Papers at the Library of Congress, 1741-1799 or American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940.

For a complete listing of the collections, be sure to use the Collection Finder.

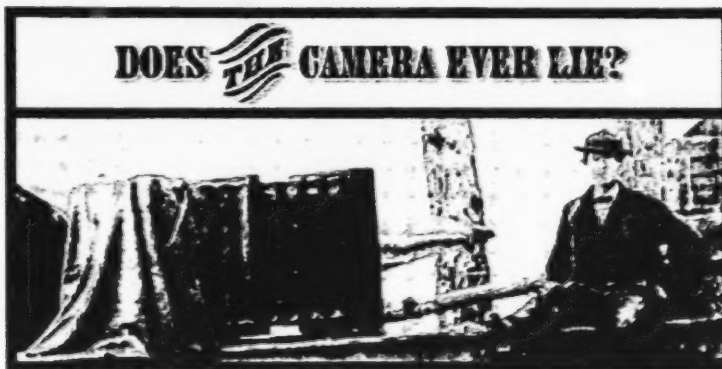
Top of Page

Taking Photographs at the Time of the Civil War

During the Civil War, the process of taking photographs was complex and time-consuming. Two photographers would arrive at a location. One would mix chemicals and pour them on a clean glass plate. After the chemicals were given time to evaporate, the glass plate would be sensitized by being immersed -- in darkness -- in a bath solution. Placed in a holder, the plate would then be inserted in the camera, which had been positioned and focused by the other photographer. Exposure of the plate and development of the photograph had to be completed within minutes; then the exposed plate was rushed to the darkroom wagon for developing. Each fragile glass plate had to be treated with great care after development -- a difficult task on a battlefield.



Cold Harbor, Va.
Photographer's wagon and tent
Between 1860 and 1865



Detail from Quarters of photographers attached to Engineer Corps in front of Petersburg. Petersburg, Va. March 1865. (Library of Congress, Prints and Photographs Division, Reproduction number: LC-B8184-7347)

Photographers often want to communicate a thought or emotion with their work. Although the camera lens views the world impartially, the photographer constantly judges, deciding what to photograph and how to photograph it -- focusing on creating a strong image that will communicate the desired message. The words that accompany a photograph may also influence the way we "read" the picture.

The examples in this special presentation have been drawn from Alexander Gardner's 1865 *Gardner's Photographic Sketch Book of the War*. They reveal that in order to achieve a more striking effect or to cater to the interest of the public, Gardner sometimes rearranged the elements in his photographs or departed from the facts in his writing.

The Case of Confused Identity The Case of the Moved Body

The Learning Page?...

lesson plans
▼

The Mathew Brady Bunch



Teacher Materials

Materials for use and download

These materials are available in two formats -- HTML and PDF.

Which format should you use?

Use the PDF version if:

- You will be printing out the materials for use in the classroom. This will keep all of the original formatting in place, and will give you ready-to-use handouts.
- Your browser is Netscape version 3 or newer, or Internet Explorer version 3 or newer. You may need to download Adobe Acrobat Reader, which is free, to view and print the documents.

Use the HTML version if:

- You will be viewing, but not printing the materials.
- You are using early versions of web browsers (prior to Netscape and IE versions 3).

Handout	PDF	HTML
Student Project Outline	PDF version	HTML version
Photographic Analysis form	PDF version	HTML version
Research Guide	PDF version	HTML version
How to Write a News Article	PDF version	HTML version
Peer Editing Guide	PDF version	HTML version
HTML Template	PDF version	HTML version
Self Assessment & Peer Evaluation	PDF version	HTML version
Final Evaluation	PDF version	HTML version

[Top of Page](#) | [Teacher's Guide](#)

Student Project Outline

Task

You are a reporter during the Civil War. You will be viewing hundreds of photographs taken by Mathew Brady and other photographers who are out in the field. Your job is to sort through their photographs and find one that will bring the war alive to your readers. Once you find this "perfect" picture, you will write a corresponding newspaper article.

Background

The Civil War was one of the first wars caught on film. The majority of the photographs taken during the war were by Mathew Brady and other photographers who worked for him. American Memory, which is part of the Library of Congress, includes a collection of over 1000 of these photographs which have been digitized and published on the World Wide Web. It is from this collection of Selected Civil War Photographs 1861-1865 that you will select your photograph.

How To Be An Investigative Reporter

- **Photographic analysis**

Before you can begin, practice learning how to analyze a photograph. What you see is not necessarily what you get! Look at a photograph from the Civil War given to you by your teacher. Looking at your photograph, complete the Photographic Analysis Form, to learn strategies on photographic analysis. When you finish, compare your findings with your classmates who analyzed the same photograph.

- **Civil War photograph selection**

On the first day in the library, browse the Selected Civil War Photographs 1861-1865 collection so you are familiar with it. Follow your teacher's directions on how to search by keyword, browse by subject, and browse by year. Visit Does the Camera Ever Lie and complete the two activities. See how the perspective of the photographer affects photojournalism.

On the second day, search the collection and chose the photograph you wish to use. Click on the photo to enlarge it and print out a copy. Also save the image to your disk by right clicking on the picture.

- **Analysis of specific photograph**

Take a look at your photograph and analyze it using the skills you learned in the photographic analysis lesson. Make sure you have a copy of the Photographic Analysis Form. This will help you formulate questions which you will answer through your research.

- **Research**

Bring your photograph and completed photographic analysis form to the library for two days of research. To help you with your research, use your Research Guide Form for note taking. Begin your search for information based on the questions you wrote on your photographic analysis form. You may use online sources as well as books, magazines, etc. Don't forget to record your citation information in the correct format.

- **Writing**

As you complete your research, go over the How to Write a News Article Form in English class. Write your rough draft on your own and then bring it to class and complete the Peer Editing Form. Revise your article.

- **Creating a web page**

Now that you have finished your article, it is time to create a web page. Use the HTML Template Form to turn your article and photograph into your own web page. After you have finished, your work will be posted on the World Wide Web.

- **Self and peer assessment**

Your web page is complete and posted on the World Wide Web. Take a look at your page and your classmates' pages. Give some feedback using the Self and Peer Assessment Form. This is your chance to be the evaluator.

Evaluation

There are several grades in this project. Your teacher will complete a Final Evaluation Form to give you feedback on your final product. Additionally, the different activities have their own evaluation criteria and grades.

Photographic analysis	
Analysis of specific photograph	
Research	
Writing	
Peer editing	
Web page creation	
Peer and self evaluation	

Photographic Analysis

Objective Observation	Subjective Observation	Knowledge	Deduction
Describe what you see in the photograph – the forms and structures, the arrangement of the various elements. Avoid personal feelings or interpretations. Your description should help someone who has not seen the image to visualize it.	Describe your personal feelings, associations, and judgments about the image. Always anchor your subjective response in something that is seen. For example, "I see..., and it makes me think of..."	Prior knowledge based on experience, study, assumptions, and intuitions.	What you can conclude.
Questions: What questions does this photograph raise? What else would you need to know?			

Research Guide

Directions: Use this form to guide your research about the Civil War photograph you have chosen. As you complete your research, take notes under each section of this form. You may also use additional paper for notes, and print out useful information you find in the Research Lab. Be as detailed as possible in each category. Your task is to be a detective – investigate every aspect of your photograph in order to create an accurate news article. Use at least two sources for information (we encourage you to use more), and list the citation information on the back of this form.

TIME: When was the photograph taken (month, year, date if known)? What was happening locally and nationally at that time?

PLACE: Where was the photograph taken (city, state, battlefield, house, etc.)? What was the significance of this location or place at the time the picture was taken?

PEOPLE: Who is in the picture? Investigate all aspects of the photograph. If no people are in the picture, use this space to research people who were involved in the events that took place in the location/time of your photograph.

EVENT: What happened before this picture was taken? What were the events leading up to this photograph? What event was occurring when this picture was taken?

ANALYSIS: What was the importance of the events and people in your photograph? Where does this photograph fit into the events of the Civil War?

SOURCE #1: List the citation information for your second source here. Consult your research handbook for necessary information.

SOURCE #2: List the citation information for your second source here. Consult your research handbook for necessary information.

How to Write a News Article

Task: Write a newspaper article that reports the facts associated with your selected photograph.

Style: You will be writing in a different style than you are used to in class. Newspaper articles generally contain sentences and paragraphs that are short and direct. Most paragraphs in news articles contain a maximum of three sentences.

Format: Newspaper articles should contain the following items:

- Headline – An attention getting phrase at the top of the article.
- Byline – By, your name.
- Lead Paragraph – Start with a strong, interesting sentence to get the reader engaged. Include the *who*, *what*, *when*, *where*, *why*, and *how* as appropriate.
- Explanation and Amplification – This section will include several brief paragraphs explaining the detail surrounding your photograph.
- Background Information – This section will include several brief paragraphs explaining events leading up to the picture, related national stories, etc.

Bias: Newspaper articles should be written without bias. In other words, you should report the facts objectively – don't give opinions in your news article.

Works Cited: You also need to create a works cited list that includes at least two sources. This must be in correct format.

Adapted from: Sebrank, Patrick, Verne Meyer, and Dave Kemper. Write Source 2000.
Wilmington: MA: Houghton Mifflin Company, 1995.

Self and Peer Assessment

Author _____

Peer Reviewer _____

Subject of News Article: _____

1. Does the news article give you a clear picture of what happened in the photograph? If yes, how?

2. What was the most interesting part of the article? I want your opinion about the piece.

3. Does the article have a catchy headline and a byline? If not, suggest a catchy headline.

4. Does the Lead Paragraph include the *who, what, when, where, why, and how*?

Who:

What:

When:

Where:

Why:

How:

5. What other information should be included in the lead paragraph?

Look at the remaining paragraphs.

6. Are there remaining paragraphs?

7. What are the main ideas of each remaining paragraph?

8. Are the remaining paragraphs well organized (most important details first, etc.)?

9. What additional organization or information would help?

10. Are any parts of this article biased? If so, which parts?

11. List at least two specific strengths of the article.

12. List at least two ways the article could be improved.

13. Is the works cited list included? Is it in proper format with at least two sources?

Check capitalization, punctuation and spelling.

Rating Scale:

5=Superior 4=Good 3=Average 2=Fair 1=Poor

	1	2	3	4	5
Headline					
Lead Paragraph					
Remaining Paragraphs					
Style					
Grammar & Mechanics					
Overall Effectiveness					

HTML Template

You should follow this template when creating your news article. It is important that the same format is followed for each article. Please do not add or delete any items.

```
<HTML>
<HEAD>
<TITLE>News Article</TITLE>
</HEAD>
<BODY BACKGROUND="paper.jpg">
```

Create an appropriate name
for your newspaper.

```
<HR>
<P>
<CENTER><FONT SIZE=+4>Title of Paper</FONT><BR>
<FONT SIZE=+1>Date</FONT></CENTER> ←
```

Make sure your date is
correct for the day/year of
your picture and article!

```
<P>
<HR>
<P>
<CENTER><FONT SIZE=+2>Headline</FONT><BR>
<FONT SIZE=+1>By, Your first name</FONT></CENTER>
<P>
<IMG SRC="filename.jpg" ALIGN=LEFT WIDTH=50%>
```

Lead paragraph

```
<P>
```

Next paragraph

```
<P>
```

Next paragraph

```
<P>
```

Next paragraph, etc.

```
<P>
```

```
<B>Sources:</B>
```

```
<P>
```

Type source 1 in correct format

```
<P>
```

Type source 2 in correct format

```
</BODY>
```

```
</HTML>
```

↑

The filename for your picture will match
your document filename; the difference will
be the extension. For example, if your
document filename is "abob.htm", your
picture filename will be "abob.jpg".

Book titles on the Web are in
italics. To italicize in HTML, use
the codes <i> and </i>. For
example: <i>Rifles for Watie</i>

Self and Peer Assessment

Self Assessment

1. What was the topic of your photograph and news article?
2. After completing the photo analysis, what were some of the questions you had?
3. How did you start your research? What resources were most helpful?
4. Do you think you accurately reported on your photograph in your news article? Why or why not?
5. What did you learn from completing this project?
6. What did you most enjoy about the project?
7. What did you least enjoy about the project?

Peer Evaluation

Read through the different articles created by your classmates.

1. Which news articles did you enjoy reading the most?
2. What made these articles enjoyable?
3. What suggestions or questions do you have about other articles? Make sure to include the name of the article(s).

General Questions

1. What would make the project better in the future? (What would you change about the assignment?)
2. Any other comments you would like to share about the project?

Final Evaluation

Headline and Byline

Lead Paragraph – Start with a strong, interesting sentence to get the reader engaged. Include the *who*, *what*, *when*, *where*, *why*, and *how* as appropriate.

Detail Paragraphs – This section will include several brief paragraphs explaining the detail surrounding your photograph.

Background Information – This section will include several brief paragraphs explaining events leading up to the picture, related national stories, etc.

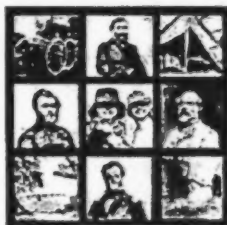
Bias - Newspaper articles should be written without bias. In other words, you should report the facts objectively – don't give opinions in your news article.

Works Cited -- At least two sources in correct format.

The Learning Page?...

lesson plans

The Mathew Brady Bunch



Student Project Outline

Task

You are a reporter during the Civil War. You will be viewing hundreds of photographs taken by Mathew Brady and other photographers who are out in the field. Your job is to sort through their photographs and find one that will bring the war alive to your readers. Once you find this "perfect" picture, you will write a corresponding newspaper article.

Background

The Civil War was one of the first wars caught on film. The majority of the photographs taken during the war were by Mathew Brady and other photographers who worked for him. American Memory, which is part of the Library of Congress, includes a collection of over 1000 of these photographs which have been digitized and published on the World Wide Web. It is from this collection of Selected Civil War Photographs 1861-1865 that you will select your photograph.

How To Be An Investigative Reporter

- **Photographic analysis**

Before you can begin, practice learning how to analyze a photograph. What you see is not necessarily what you get! Look at a photograph from the Civil War given to you by your teacher. Looking at your photograph, complete the Photographic Analysis form, to learn strategies on photographic analysis. When you finish, compare your findings with your classmates who analyzed the same photograph.

- **Civil War photograph selection**

On the first day in the library, browse the Selected Civil War Photographs 1861-1865 collection so you are familiar with it. Follow your teacher's directions on how to search by keyword, browse by subject, and browse by year. Visit Does the Camera Ever Lie and complete the two activities. See how the perspective of the photographer affects photojournalism.

On the second day, search the collection and chose the photograph you wish to use. Click on the photo to enlarge it and print out a copy. Also save the image to your disk by clicking the mouse button on the picture (PC users, click the right button).

- **Analysis of specific photograph**

Take a look at your photograph and analyze it using the skills you learned in the photographic analysis lesson. Make sure you have a copy of the Photographic Analysis form. This will help you formulate questions which you will answer through your research.

- **Research**

Bring your photograph and completed Photographic Analysis Form to the library for two days of research. To help you with your research, use your Research Guide for note taking. Begin your search for information based on the questions you wrote on your photographic analysis form. You may use online sources as well as books, magazines, etc. Don't forget to record your citation information in the correct format. Some research tools that may help are:

The American Civil War Homepage, University of Tennessee.
The United States Civil War Center, Louisiana State University.
Civil War Soldiers and Sailors System, National Park Service.
The American Civil War, Dakota State University.

- **Writing**

As you complete your research, go over How to Write a News Article in English class. Write your rough draft on your own and then bring it to class and complete the Peer Editing Guide. Revise your article.

- **Creating a web page**

Now that you have finished your article, it is time to create a web page. Use the HTML Template to turn your article and photograph into your own web page. After you have finished, your work will be posted on the World Wide Web.

- **Self Assessment & Peer Evaluation**

Your web page is complete and posted on the World Wide Web. Take a look at your page and your classmates' pages. Give some feedback using the Self Assessment & Peer Evaluation. This is your chance to be the evaluator.

Evaluation

There are several grades in this project. Your teacher will complete a Final Evaluation to give you feedback on your final product. Additionally, the different activities have their own evaluation criteria and grades.

Photographic analysis	
Analysis of your specific photograph	
Research	
Writing	
Peer editing	
Web page creation	
Self and peer assessment	

Mathew B. Brady

Biographical Note

Mathew Brady arrived in New York City at the age of sixteen. Soon after taking a job as a department store clerk, he started his own small business manufacturing jewelry cases. In his spare time, Brady studied photography under a number of teachers, including Samuel F. B. Morse, the man who had recently introduced photography to America. Brady quickly discovered a natural gift. By 1844, he had his own photography studio in New York.

Brady soon acquired a reputation as one of America's greatest photographers -- producer of portraits of the famous. In 1856, he opened a studio in Washington, D.C., the better to photograph the nation's leaders and foreign dignitaries. As he himself said, "From the first, I regarded myself as under obligation to my country to preserve the faces of its historic men and mothers." He became one of the first photographers to use photography to chronicle national history.



Mathew B. Brady
July 22, 1861

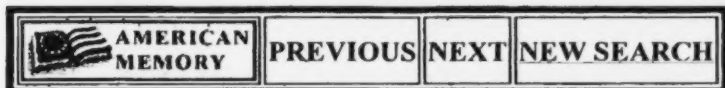
At the peak of his success as a portrait photographer, Brady turned his attention to the Civil War. Planning to document the war on a grand scale, he organized a corps of photographers to follow the troops in the field. Friends tried to discourage him, citing battlefield dangers and financial risks, but Brady persisted. He later said, "I had to go. A spirit in my feet said 'Go,' and I went."

Mathew Brady did not actually shoot many of the Civil War photographs attributed to him. More of a project manager, he spent most of his time supervising his corps of traveling photographers, preserving their negatives and buying others from private photographers freshly returned from the battlefield, so that his collection would be as comprehensive as possible. When photographs from his collection were published, whether printed by Brady or adapted as engravings in publications, they were credited "Photograph by Brady," although they were actually the work of many people.

In 1862, Brady shocked America by displaying his photographs of battlefield corpses from Antietam, posting a sign on the door of his New York gallery that read, "The Dead of Antietam." This exhibition marked the first time most people witnessed the carnage of war. The *New York Times* said that Brady had brought "home to us the terrible reality and earnestness of war."

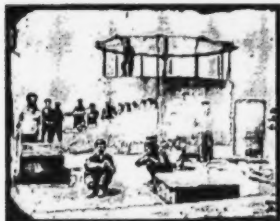
After the Civil War, Brady found that war-weary Americans were no longer interested in purchasing photographs of the recent bloody conflict. Having risked his fortune on his Civil War enterprise, Brady lost the gamble and fell into bankruptcy. His negatives were neglected until 1875, when Congress purchased the entire archive for \$25,000. Brady's debts swallowed the entire sum. He died in 1896, penniless and unappreciated. In his final years, Brady said "No one will ever know what I went through to secure those negatives. The world can never appreciate it. It changed the whole course of my life."

Despite his financial failure, Mathew Brady had a great and lasting effect on the art of photography. His war scenes demonstrated that photographs could be more than posed portraits, and his efforts represent the first instance of the comprehensive photo-documentation of a war.



Selected Civil War Photographs, 1861-1865

Click on picture for larger image, full item, or more versions. [\[Rights and Reproductions\]](#)



[James River, Va. Sailors on deck of U.S.S. Monitor; cookstove at left].

Gibson, James F., b. 1828, photographer.

CREATED/PUBLISHED

1862 July 9.

SUMMARY

Photographs of the Federal Navy, and seaborne expeditions against the Atlantic Coast of the Confederacy -- the Federal Navy, 1861-1865.

NOTES

Civil War photographs, 1861-1865 / compiled by Hirst D. Milhollen and Donald H. Mugridge, Washington, D.C. : Library of Congress, 1977. No. 0539

Image display is laterally reversed.

Forms part of Selected Civil War photographs, 1861-1865 (Library of Congress)

SUBJECTS

United States--History--Civil War, 1861-1865--Military life.

United States--History--Civil War, 1861-1865--Transportation.

United States--History--Civil War, 1861-1865--Military personnel.

Government vessels--Union.

Military cookery.

Naval yards & naval stations.

Wet plate negatives.

United States--Virginia--James River.

MEDIUM

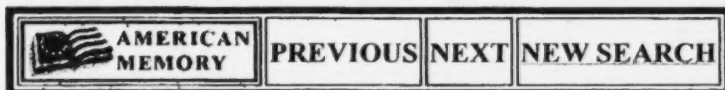
1 negative : glass, wet collodion.

CALL NUMBER

LC-B815-0660

REPRODUCTION NUMBER

LC-B8171-0660 DLC (b&w film neg.)



Selected Civil War Photographs, 1861-1865

Click on picture for larger image, full item, or more versions. [[Rights and Reproductions](#)]



[**Gettysburg, Pa. Dead Confederate soldiers in "the devil's den"**].

Gardner, Alexander, 1821-1882, photographer.

CREATED/PUBLISHED

1863 July.

SUMMARY

Photograph from the main eastern theater of the war, Gettysburg, June-July, 1863.

NOTES

Civil War photographs, 1861-1865 / compiled by Hirst D. Milhollen and Donald H. Mugridge, Washington, D.C. : Library of Congress, 1977. No. 0206

SUBJECTS

United States--History--Civil War, 1861-1865--Casualties--Confederate.

Gettysburg (Pa.), Battle of, 1863.

War casualties.

Wet plate negatives.

United States--Pennsylvania--Gettysburg.

MEDIUM

1 negative : glass, wet collodion.

CALL NUMBER

LC-B811-0277

REPRODUCTION NUMBER

LC-B8171-0277 DLC (b&w film neg.)

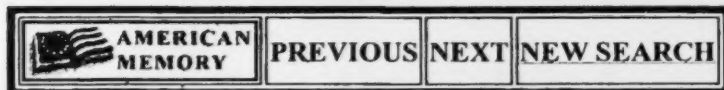
COLLECTION

Selected Civil War photographs, 1861-1865 (Library of Congress)

REPOSITORY

Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

DIGITAL ID



Selected Civil War Photographs, 1861-1865

Click on picture for larger image, full item, or more versions. [[Rights and Reproductions](#)]



[Cumberland Landing, Va. Group of "contrabands" at Foller's house]

Gibson, James F., b. 1828, photographer.

CREATED/PUBLISHED

1862 May 14.

SUMMARY

Photograph from the main eastern theater of war, The Peninsular Campaign, May-August 1862.

Shows about twenty ex-slaves sitting in front of cabin, excellent photograph.

NOTES

Civil War photographs, 1861-1865 / compiled by Hirst D. Milhollen and Donald H. Mugridge, Washington, D.C. : Library of Congress, 1977. No. 0055

Title information from ca. 1880 corresponding print in LOT 4172 B.

SUBJECTS

United States--History--Civil War, 1861-1865--Afro-Americans.

Peninsular Campaign, 1862.

Wet plate negatives--1860-1870.

United States--Virginia--Cumberland Landing.

MEDIUM

1 negative : glass, wet collodion.

CALL NUMBER

LC-B811-0383

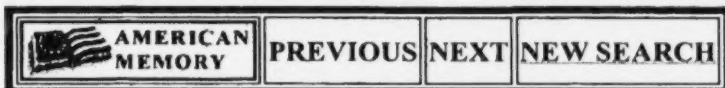
REPRODUCTION NUMBER

LC-B8171-0383 DLC (b&w film neg.)

COLLECTION

Selected Civil War photographs, 1861-1865 (Library of Congress)

REPOSITORY



Selected Civil War Photographs, 1861-1865

Click on picture for larger image, full item, or more versions. [\[Rights and Reproductions\]](#)



[Keedysville, Md., vicinity. Confederate wounded at Smith's Barn, with Dr. Anson Hurd, 14th Indiana Volunteers, in attendance].

Gardner, Alexander, 1821-1882, photographer.

CREATED/PUBLISHED

1862 September.

SUMMARY

Photograph from the main eastern theater of the war, Battle of Antietam, September-October 1862.

Photograph of Confederate wounded after the Battle of Antietam, Dr. A. Hurd, 14th Indiana Infantry in attendance.

NOTES

Civil War photographs, 1861-1865 / compiled by Hirst D. Milhollen and Donald H. Mugridge, Washington, D.C. : Library of Congress, 1977. No. 0135

SUBJECTS

United States--History--Civil War, 1861-1865--Medical aspects

United States--History--Civil War, 1861-1865--Casualties

Antietam, Battle of, Md., 1862.

Indiana troops.

Hospitals.

14th Indiana Infantry.

Wet plate negatives.

United States--Maryland--Keedysville.

MEDIUM

1 negative : glass, wet collodion.

CALL NUMBER

LC-B815-0588

REPRODUCTION NUMBER

LC-B8171-0588 DLC (b&w film neg.)

COLLECTION

The Learning Page?...

lesson plans

The Mathew Brady Bunch



Technology Tips

Technology Tip #1

Have disks or space on your network available for saving on Day Two.

Note about saving files: It is important that each file has a different filename. A system that combines class periods and names works well. For example, a student named Joe in your first period class would have filenames "1joe.html" for the text document (see [Activity Six](#)) and "1joe.jpg" for the graphic document (the photograph).

If you are using older computers, you will need to keep your filenames eight characters or less and use a three letter extension (.htm instead of .html), as this is all the older computers can support.

Return to [Activity Three](#)

Technology Tip #2

To write HTML, you will need computers with a text editor (Notepad in Windows or Simple Text in Macs) and a browser such as Netscape or Internet Explorer. Older computers work great. The [sample student projects](#) were created on recycled 386 computers. Internet access is not needed.

A one-to-one student-computer ratio is optimal, but if your access to computers is limited, you may want to have some students type while others complete other activities related to your Civil War unit. This part of the project is much easier with help. (Check with your instructional technology specialist or media specialist.)

Return to [Activity Six](#)

[Top of Page](#) | [Return to Teacher's Guide](#)

The Learning Page?...

lesson plans
▼

Mathew Brady Bunch



Student Products

- Battle of Antietam Kills Thousands!
- Dead Confederate Soldiers at Devil's Den
- Man Drops Everything and Fights
- Richmond Burned!
- USS Omondaga Spotted on James River

- Battle of Antietam: Over 22,000 Casualties in Single Day
- John Burns Now Considered a Hero
- New Type of Ship Fights for North
- Skin to Bones
- What Are We Here For?

The Library of Congress | American Memory

Last updated 06/10/2002

Questions? Contact us

Baltimore Times

September 18, 1862

Battle Of Antietam Kills Thousands!

By Carl



Yesterday, Generals McClellan and Lee met in Maryland near Sharpsburg, each with large armies. Lee, wanting to take the war out of Virginia led his army into Maryland and took up a good defensive position along Hagerstown Pike down to the town of Sharpsburg. McClellan's Northern Army met the Southerners around six in the morning.

Shown is a picture taken by Alexander Gardner of Confederate dead along the Hagerstown Road. A fence of wood runs along the road. It seems that these men were under command of General "Stonewall" Jackson or maybe General D. H. Hill.

Hagerstown Road is on the Northwest/West section of the battlefield. At one point, it is about 4,000 feet from the Potomac River. The worst of the fighting near this road took

place in a farmer's cornfield. This was the first fighting in the battle.

Early in September of 1862, Robert E. Lee led his army of Southern soldiers from northern "war-torn" Virginia into Maryland. He planned to force the Northern army into a showdown battle that would be decisive for Southern independence. Some of Lee's documents were lost by a messenger and later found by the Union. The Northern Army intercepted the Southerners near Antietam Creek, MD.

The large battle that occurred lasted all day long. In the end, the Southerners retreated to Virginia. McClellan refused to pursue the enemy. He remarked that his men were too tired and hurt to give chase.

The Union claimed victory in this battle, even though it was mainly a draw. So far, yesterday was the bloodiest day of the war.

Sources:

"Antietam." *Encarta 98*. CD-ROM. 1998.

Kennedy, Frances, ed. *The Civil War Battle Guide*. Boston: The Conservation Fund, 1990.

[Return to Student Products](#)

Gettysburg Times

July 4, 1863

Dead Confederate Soldier At Devil's Den

By Hannah



Exactly two days ago dozens of soldiers, the majority Confederates were found dead in "The Valley of Death." These men died in the Battle of Devil's Den, which took place July 2, 1863 in Gettysburg, Pennsylvania. Many of the men were hit with cannonballs, one after another, and the amount of casualties was too much to comprehend.

Twenty-seven thousand Confederate casualties were recognized, but one man stood apart from the others, said the photographer Alexander Gardner. This Confederate soldier was killed in "The Valley of Death", which was the stream flowing next to his death spot. "The Valley of Death" was red during the battle, flowing with blood.

This Confederate soldier was one of Hood's troops, and probably died at the very beginning of the battle. The soldier

never made it up the hill, and was shot next to the creek. The creek was almost the farthest the Confederates made it up the hill.

The land the Confederates fought on was a steep and rocky piece of land. Many soldiers died in Devil's Den, although the soldiers were on their way to Little Round Top to fight there. The Confederates had come marching to the foot of Devil's Den while they had occupied the land also.

As the Confederates occupied Devil's Den, they shot across Plum Creek to Little Round Top, where the Union troops were. Many men, including the man in the photograph died in The Valley of Death. The main reason for this was because the Union soldiers were shooting from the top of Little Round Top and The Valley of Death was at the bottom of the hill.

During the battle of Devil's Den the Union soldiers were also trying to take control of The Mississippi River in The Battle of Vicksburg. At the end of the battle the Confederates lost 27,000 men and the Union lost 23,000 men. The Union soldiers were then trying to take control of the Mississippi River after they had won the battle.

The Battle of Vicksburg and The Battle of Gettysburg were going on at the same time as this battle. This made it more difficult for both troops. The general for the Union was General Meade and the general for the Confederates was General Lee.

The battle mainly took place at the bottom of a hill. The Confederates charged to the bottom of the hill, then there was a creek right before the hill. The hill was called Little Round Top, and the creek was previously known as Plum Creek, but when so many people died there it became known as "The Valley of Death".

The man in the photograph was charging up the hill when he died. The Confederates then got no further than Plum Creek. The happened because the Union kept on firing and firing, until "The Valley of Death" was flowing red with

<http://lcweb2.loc.gov/learn/lessons/98/brady/dhannah.htm>

blood.

This battle tallied 50,000 casualties, and the man in the photograph was only one example of the tremendous amount of lives lost there. So many loved ones and young soldiers died in this brutal battle. The image of the creek flowing with blood and area littered with bodies is unforgettable.

Sources:

Catton, Bruce. *The Civil War*. New Jersey: Wing Books, 1982.

Murphy, Jim. *The Long Road to Gettysburg*. New York: Clarion Books, 1992.

[Return to Student Products](#)

Gettysburg Gazette

July 10, 1863

Man Drops Everything and Fights

By Liz



One week ago, seventy-two year old John L. Burns dropped everything to fight for his country in the battle of Gettysburg.

From his house, Burns could see the armies of the Union and the Confederacy locked in battle at Gettysburg. At first he stopped what he was doing and just watched. Then he grabbed his rifle and ran to fight when the 150th Pennsylvania came to reinforce the Union forces at the end of the first day.

Burns fought successfully on the second day, but he was wounded on the third, probably as he was defending the ridge against Pickett's charge. Even though wounded, he kept fighting until the battle was over. Since he was not a regular soldier, he simply went home at the battle's end and resumed his normal life.

But his life soon became anything but "normal". The story of his bravery quickly got out among his friends and neighbors

and then spread all over the nation as his cobbler shop was visited by many reporters, myself among them. Burns was now a national hero, "the old hero of Gettysburg", as the press calls him.

The battle of Gettysburg, in which he fought, was harsh and bloody. On the first day, the Union almost lost the high ground, and might have been driven off if it were not for the reinforcements, including the 150th Pennsylvania and John L. Burns.

On the second day, the Union was again threatened with loss of the high ground. What saved them was a Union bayonet charge that drove back the attacking Confederates.

The third day marked the Confederate's last attack. General Pickett directed a charge against the ridge on the Union command and artillery was positioned. As the Rebels moved toward the hill, Burns was wounded in the leg by a fragment of a cannon ball. He stopped the bleeding and continued to man the low wall that he was defending.

Gettysburg marked the last major threat by the Confederacy against the Union. Lee's forces were turned back, never to seriously threaten Washington again. At the same time, the Confederacy was defeated at the siege of Vicksburg.

Vicksburg is a town at the edge of the Mississippi River. The Confederates knew it was the last city for the Union to get on the Mississippi River, so the Confederates reinforced it. It was no use. After a six week siege the Confederates surrendered to the North.

This might be the turning point for the Union if they keep winning their battles. Even if they don't win the war, the

<http://lcweb2.loc.gov/learn/lessons/98/brady/bliz.htm>

battle of Gettysburg and John L. Burns will always be remembered.

Sources:

1863: The Crucial Year. USA: Media Projects Incorporated, 1993.

"A Walking Tour of July 3, 1863". *Into the Valley of Death*. Online. <<http://members.aol.com/jno1863/tour9htm>>. 10-19-98.

"Battle of Gettysburg Homepage". *Battle of Gettysburg Homepage*. Online. <<http://www.mindspring.com/~murphy11/getty/>>. 10-19-98.

Concise Dictionary of American History. New York: Charles Scribner's Sons, 1992.

Gettysburg, The Confederate High Tide New Jersey: Time-Life Books Inc., 1967.

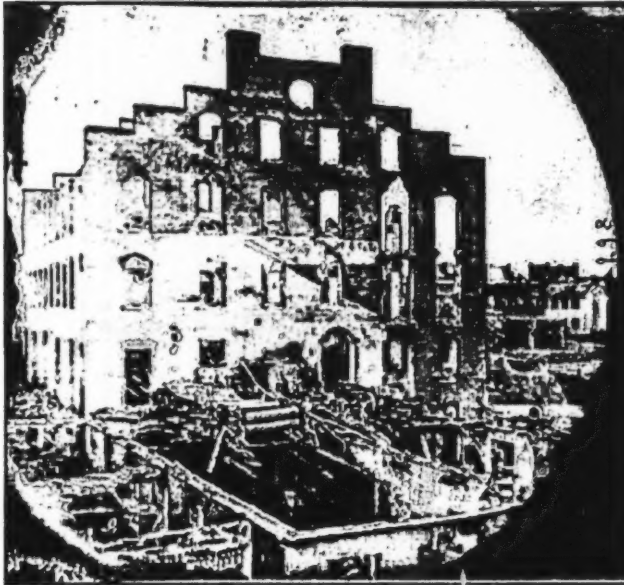
[Return to Student Products](#)

Richmond Times

April 7, 1865

Richmond Burned!

By Heather



On April 3, 1865, Union troops led by General Grant captured Richmond immediately following the fall of Petersburg, which was just one day before the Union attacked the Confederate capital.

Richmond has been a major focus for destruction because it is the Confederate's capital. The north felt that if they could just gain control over Richmond they could win the war.

At the time, Confederate armies at Fredericksburg were blocking the path to Richmond. Grant believed that if he could defeat the Southern forces in Fredericksburg that then he'd have an open path to Richmond.

The Confederates, that were living in Richmond, knew that the Union was coming so they burned the important parts of the city so that the Billy Yanks wouldn't benefit from capturing Richmond. After the city was burned it's residents evacuated the city before arrived.

The paper mill in the picture was burned by the Confederates because the Southerners thought that it was an important part of the city and didn't want the Union to benefit from it.

Just before the Fall of Richmond was the siege of Petersburg. Petersburg was a port on the Appomattox River. It was a major trade center where products like luggage, tobacco, clothing, and livestock came in and were shipped out.

The fall of Petersburg was on April 2, 1865 and it was only one day later that the north captured Richmond.

Right by Petersburg is Fort Henry which was established in 1645. Fort Henry is where the ten month siege took place

This could very well be the last big battle of the Civil War. Maybe this war will finally end and then the citizens of North America will be able to resume their normal lives. It's been a long and bloody war, may the best country win.

Sources:

"Richmond (Virginia)." *Microsoft 1998 Encyclopedia Deluxe Edition*. CD-ROM. 1998.

"Timeline-1865." *The American Civil War Overview*. Online. <<http://anake.advanced.Org/3055/graphics/timelines/timeline1865.html>>. 19 October 1998.

Aikens Times

July 27, 1864

USS Omondaga Spotted on the James River

By Justin



The USS Omondaga, a two turreted monitor, was spotted again on the James River near Aiken's Landing, Virginia. The two barges on the makeshift dock are probably bringing supplies to our troops as they chase the Rebs to Richmond.

It is suspected that the USS Omondaga is guarding the supplies for they are in enemy territory. If the Confederate soldiers were to take the supplies, our soldiers would be in a pickle. The Rebels, though, would have everything they need.

The USS Omondaga is equipped with two turrets. Each turret has two 200-lb cannons for strong artillery bombardment. It is one of the many ironclads that sits mainly underwater, making it a hard target to hit.

Many boats like this are being used in the naval blockades on Confederate coasts. This keeps the Europeans from trading with the Rebels. They cannot ship cotton out, or buy supplies. Without the supplies the Confederates will surely

surrender.

If a European ship comes into a Confederate harbor or port, the blockade ships will fire a few warning shots, without hitting the ships. If the ship doesn't leave it will be sunk. On the other hand, if a Rebel ship tries to leave the harbor and sell cotton or trade cotton from a CSA ship for supplies from a European ship, it will without warning be sunk!

Sources:

"Civil War." *Microsoft Encarta 98 Encyclopedia*. CD-ROM: 1998.

The U.S. Civil War, 1861-1865. "Warships: Monitor." <<http://www.historyplace.com>>. 10/25/98.

[Return to Student Products](#)

The New York Gazette

September 23, 1862

Battle of Antietam: Over 22,000 Casualties in Single Day

By Jeff



Just six days ago on September 17, 1862, the bloodiest single day so far in the Civil War was fought in Antietam, Maryland, where Confederate troops under the command of General Robert E. Lee clashed with Union soldiers led by General McClellan. The violent battle raged on for only one day as the Union men pushed the Rebels out of United States territory back into Virginia.

The photo shown was taken about two days after the Battle of Antietam, and shows the disgruntled body of a Confederate soldier lying limp in a ditch used as a rifle pit. The gruesome body shown was a result of lethal artillery shells firing down upon the infantrymen. The men in the background are Union soldiers probably burying the bodies of dead Confederates, and even a few of their own.

In the early morning of the battle, Confederate and Union soldiers met in D. R. Miller's cornfield where hidden Rebels overwhelmed many surprised Union troops. Only after a couple of hours was the Union able to push back the Confederates.

The second major part of the battle took place at Sunken Road. Here, Confederate soldiers held their ground at a crucial point with a fence to cover them. After a while though, they could not handle the heavy fire from the Union. After the battle, this area was nicknamed "Bloody Lane."

In the final major dash, the Union attacked a Confederate stronghold right near a bridge. The first few waves of Union men were completely unsuccessful, but then they swarmed the bridge and drove the Rebels back into Confederate territory. The military skills of the Southerners were no match for the sheer number of Union men.

Although there was no real victor of the Battle of Antietam, the Union claimed a win because even though they lost more men than the Confederates, they did fulfill their purpose which was to drive the Army of Northern Virginia back into their own land.

Sources:

Biel, Timothy Levi. *The Civil War*. San Diego: Lucent Books, Incorporated, 1991.

Kent, Zachary. *The Battle of Antietam*. Chicago: Children's Press, 1992.

[Return to Student Products](#)

Gettysburg Times

July 6, 1863

John Burns Now Considered A Hero

By Paige



Just a few days ago, our own John L. Burns fought for the Union in the Battle of Gettysburg. Little did he know that he would soon become a hero for what he did those three tragic days. While serving with the 150th Pennsylvania regiment, he was wounded. Before he knew it, Abraham Lincoln, our president, sought out this 72-year-old cobbler when he'd heard about how brave Burns was.

The Battle of Gettysburg was a long and viscous one. The Confederates suffered 27,000 casualties. The battle is considered a major turning point for the Union in this war.

This battle lasted three long, hard days, and was the bloodiest battle of the war so far. 170,000 men fought for their countries, while 50,000 of those men got lost, died, or became wounded. All of the soldiers that died, though, died a glorious and honorable death fighting for what they believed in.

What happened on the last day was Longstreet's Assault,

also known as Pickett's Charge. This was a Confederate attack led by General Pickett on the Union's strongest position in the line. That seemed to be a good plan, but was extremely unsuccessful.

But even before that, on the second day, was the worst fighting of the battle. More Union troops had come over to reinforce the fishhook formation made the day before. The Rebels had tried to take over Culp's Hill but did not succeed.

The two Generals were General Meade for the Union, and General Lee on the Confederate side. Both were considered to have good strategies, but Meade led his army to a great, devastating Lee tremendously.

Before this bloody battle, the Battle of Chancellorsville occurred. That was considered General Robert E. Lee's greatest victory over the Union. 12,800 rebels were casualties, while the Union suffered am whopping 17,000 casualties.

The Billy Yanks had had a bad morale after Chancellorsville because they did not win the two battles previous to Gettysburg. Still, they were determined to fight and try their hardest to win, which is the same way the Confederates felt that last day, but the Union won over all, and now they are back on their feet again.

Sources:

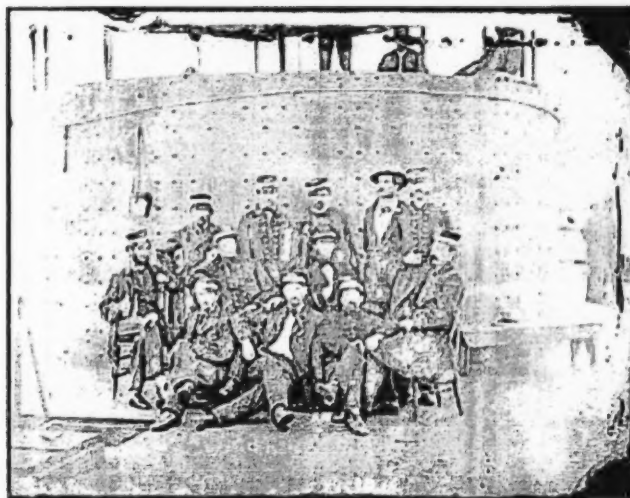
Clark, Champ. *Gettysburg: The Confederate High Tide*. Alexandria: Time Life Books, 1985.

Washington Post

July 11, 1862

New Type of Ship Fights for North

By Elizabeth



HAMPTON ROADS, Va.--Officers of the U.S.S. Monitor displayed their new type of battleship as it lay anchored in the James River in Virginia on July 9, 1862. Four months ago it fought a battle that could change the course of naval warfare forever.

The twelve officers are posing in front of the ship's turret, one of the many new features of this vessel. It can turn allowing the ship's two cannons to be pointed in any direction. It gave the ship its nickname, "a tin can on a shingle."

Unlike the traditional battleship, which is made of wood, the Monitor is covered with iron. This kind of ship is called an ironclad. That makes it harder for cannon balls to sink the ship.

The ship fought a famous battle just four months ago, in March 1862, against the Merrimac. Both ships were ironclads.

The Merrimac was a Union ship at the beginning of the Civil War. But the Confederates captured it and turned it into an ironclad renamed the C.S.S. Virginia. But in common usage it was still called the Merrimac.

On March 8, 1862, the Merrimac won a victory at Hampton Roads, Va., against Union ships who were blockading the Confederate coast.

A Union officer watching the one-sided battle between the Merrimac and one of the Union ships, the Congress, said that the Merrimac "fired shot and shell into her with terrific effect, while the shot from the Congress glanced from her sloping sides without doing any apparent effect."

But the next day, March 9, the Union ironclad, the Monitor, arrived on the scene. The Merrimac and the Monitor fought each other for almost five hours.

Describing the first exchange of gunfire, Lt. Samuel Dana Greene, an officer on the Merrimac said, "The turrets and other parts of the ship were heavily struck, but the shots did not penetrate; the tower was intact and it continued to revolve. A look of confidence passed over the men's faces and we believed the Merrimac would not repeat the work she had accomplished the day before."

Neither ship was able to do much damage to the other ship. The battle was considered a draw.

Although there was no winner, the battle will be likely to change the course of naval warfare forever. It has brought worldwide attention to the importance of ironclad ships.

<http://lcweb2.loc.gov/learn/lessons/98/brady/delizabe.htm>

The Monitor was built in less than four months according to the design of a man who is not in the picture. His name was John Ericsson, a Swedish immigrant.

Ericsson's design was unusual and not everyone liked it. But when it was shown to President Lincoln, he said, "All I have to say is what the girl said when she put her foot into the stocking. 'It strikes me there may be something in it.'"

The Union has plans to build other ships designed by John Ericsson called "monitors." They will be ironclad, easy to maneuver, and will have revolving turrets.

The officers of the Monitor include Captain John Lorimer Worden, a young man of 24 with a long beard. He was blinded permanently in one eye by an explosion in the battle.

Lt. Samuel Dana Green, the second in command, is 22. He took over after Worden was wounded. Another officer was Lt. Thomas Oliver Selfridge Jr.

Sources:

Dekay, James Terius. *Monitor: the Story of the Legendary Civil War Ironclad and the Man Whose Invention Changed the Course of History*. New York: Walker and Company, 1997.

Freedman, Fred. *Duel of the Ironclads, in Pictures*. New York: Time-Life Books, 1969.

Miss Ridgway's Civil War Battlesheet.

"Monitor and Merrimack." *World Book Encyclopedia*, 1972.

Nobles School. "The Monitor and the Merrimack: Battle of Hampton Roads." <<http://www.noblesweb.org>>. 10/25/98.

Pratt, Fletcher. *The Monitor and the Merrimac*. New York: Random House, 1951.

Shotgun's Home of the American Civil War. "Hampton Roads, the Battle of the Ironclads." <<http://www.civilwarhome.com>> 10/29/98

Still, William N. *Ironclad Captains: the Commanding Officers of the USS Monitor*. Washington, D.C.: U.S. Government Printing Office, 1988.

The U.S. Civil War, 1861-1865. "Warships: Monitor." <<http://www.historyplace.com>>. 10/25/98.

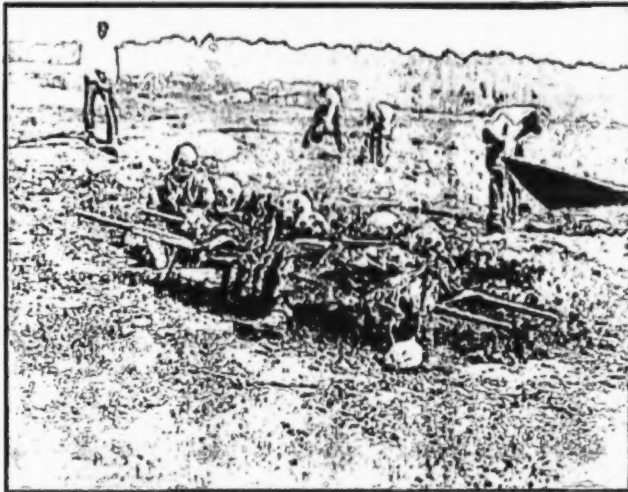
[Return to Student Products](#)

The Civil War Gazette

April 13, 1865

Skin To Bones

By Anna



On the battlefield in Cold Harbor, Virginia, the bones of both friends and enemies were being collected this day in April 1865. The soldiers' bones were from the battle of Chancellorsville which took place in 1862. These brave men were killed in the battle because they fought for a cause in which they believed.

This photograph was taken when African-American males were picking up the corpses of bodies that had been laying there for nearly three years. All that remains of the bodies are just bones. In this picture you can see an example of the skulls and bones, that just lay wasting.

The soldiers bodies have never and will never have a proper burial. One reason they will not have a proper burial is some of their families will never be informed that these individuals

have died. As a sign that a battle took place in Cold Harbor, gun powder is all over the battlefield.

The battle of Chancellorsville has been known as Lee's greatest victory, but everyone should remember it for all the individuals who fought, were wounded, and died. The battle is another example of the huge loss of life during our Civil War.

The war is coming to an end. And a startling event has happened. Abraham Lincoln was shot by John Wilkes Booth. This took place at a theater in Washington. Lincoln died from his wound. General Lee surrendered at Appomattox Courthouse in Virginia, and the war has ended, leaving the country to heal its own wounds.

Sources:

"Cold Harbor, Battle of." *Microsoft Encarta 98 Encyclopedia*. CD-ROM: 1998.

Joe H. Kirchberger. "The End Of The War: April 1865." *The Civil War and Reconstruction*. New York: Facts on File, 1991.

[Return to Student Products](#)

Alexandria Gazette

August 2, 1865

What Are We Here For?

By Sarah



Company I of the Second New York Heavy Artillery pictured here on August 1, 1865, in front of an earthen bunker at Fort C.F. Smith in Alexandria, Virginia, had lots of time to get their picture taken since they are not going home until September when they finish their tour of duty in the "Union" army. Now that the war is over, however, they keep asking themselves, "What are we here for?"

During the war, these soldiers and many others stationed at forts built around Washington, D.C. were on the lookout for any unwelcome Confederate visitors. The guns were polished every day and the soldiers were ready for battle but Washington D.C. was only threatened once during the war in the summer of 1864 when a skirmish, with 14,000 Confederate troops led by Jubal Early, occurred in front of Fort Stevens, in the northern part of Washington, D.C.

For those wanting the thrill of war being stationed at Fort C.F. Smith was not the place to be. Life was pretty plain, simple and almost boring since it was kept away from the bloodshed of the war. In the morning, the soldiers practiced drills, parades and inspections. At night, there was time for shenanigans and many of the men could be found in any one of Washington's taverns.

Fort C.F. Smith was built on the high ground North of Spout Run with a view of the Potomac River. The fort had a 368-yard perimeter and gun emplacements to hold up to twenty-two canons.

Six forts in Alexandria, were built after the Union invaded Virginia on May 21, 1861. Lincoln knew that Arlington heights and Alexandria needed to be captured to help the survival of the Union. Hence, Arlington heights and Alexandria were seized by Federal troops so that forts could be made to protect D.C. After the defeat at Bull Run, Union officials knew that Washington needed more protection than it already had.

Fort C.F. Smith and Fort Whipple were built in 1863 to protect the flank of the Arlington Lines (the string of forts built in Alexandria). By the end of 1863 there were 60 forts, 93 batteries, 837 canons, and 23,000 men in place to protect D.C.

Fort C.F. Smith was named in honor of General Charles Ferguson Smith. He was born in April of 1807 the son of an army surgeon. He was promoted to Major General on March 21, 1862 and was put in charge of the army (only for a short period of time) when Grant was accused of drunkenness.

During this period of time, he led the army to Pittsburgh Landing where, while getting on a boat, slipped and scraped his shin. The wound became septic and he was taken to Grant's Headquarters in Savannah where he died on April 25, 1862.

<http://lcweb2.loc.gov/learn/lessons/98/brady/bsarah.htm>

The land that Fort C.F. Smith was built on was property owned by the Jewell family who was ordered off the land. Union men destroyed his house and dug a ditch in its place.

These soldiers who are asking themselves what are we here for, now know the answer. They're counting the days, hours, minutes and seconds until they can go home to see their families.

Sources:

Arlington Public Library. Central Branch. Virginia Room. Vertical File. Arlington Civil War Forts-Fort C.F. Smith.

Cheek, Charles D. *Historical Archeological Survey of Fort C.F. Smith*. Arlington: 1994.

[Return to Student Products](#)



*U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)*



NOTICE

Reproduction Basis

☐

This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☒

This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").